

CHAPTER I

INTRODUCTION

This chapter presents such topics as research background, research problems, research objectives, research significance, scope and limitations and definition of the key terms.

1.1 Research Background

To date, academic integrity and dishonesty scholars have been connected with the issue of plagiarism in higher and tertiary levels of education. According to Blum (2009), plagiarism means taking somebody's work without citing the authors. Also, plagiarism indicates as a threat in achieving academic achievement since it is considered as a crime because it uses a source without any of acknowledgement or citation of the authors. Since it is considered as a crime, Rodafinos (2018) reports that many countries try to avoid this issue by making some policies in order to promote the level of academic integrity in one nation. Further, MacLennan (2018) mentions that one of the challenges which may influence the students to do plagiarism is lack of skill in writing a proper style of citation.

Recently, several studies in Western countries are still issuing plagiarism. For instance, Mahmud, Bretag, & Foltýnek (2018) higher institutions have a low effort in terms of making policy to fight plagiarism among four countries, namely, UK, Czechia, Poland and Romania. From this evidence, it proves that only a few higher institutions in Poland have a standard punishment to fight plagiarism behavior.

Further, it is also reported that only a few students in higher education have a training in preventing plagiarism in academic writing.

Lately, a plagiarism issue is still growing up in Asia. According to Kam, Hue, & Cheung (2018) they found that most of their participants from Chinese who are studying in Hong Kong do not know about types of plagiarism. This can cause the students to do plagiarism because they lack of knowledge about the form of plagiarism. In this case, it is very important to explain to the students about plagiarism.

Further, there are some explanations about the relation between culture and plagiarism. Adhikari (2018) emphasized that since a culture does not have the true concept of originality, it made students unaware about plagiarism concept. Accordingly, the teacher should not teach students in academic writing by using local culture perspective, but it should reflect on larger culture framework. In a more specific case, Shei (2005) reported that in Chinese education tradition, students are permitted to imitate somebody's work since in the system of their learning process customized them to memorize it without understanding and processing the information from the sources.

To overcome the plagiarism issues, some higher institutions set the penalties, but it cannot be claimed as the judicious way to prevent plagiarism. Plagiarism behavior is often ignored, whereas plagiarism is a crime that should have a penalty. According to Robinson-zanartu (2005), the penalty given to the plagiarist must be

appropriate, although it does not really affect the students because the faculty is not consistent in enforcing the penalty.

In Indonesia, there have been only a few research studies about plagiarism. A study conducted by Agustina (2017) about students' perspective of plagiarism in Indonesia reveals that the students in higher institution do not know about the form of plagiarism, and the lecturers do not give them the explanation about it. Furthermore, Adiningrum (2011), reported that teachers in higher institutions in Indonesia did not teach them about the concept of plagiarism. Arriving with these notions, this study attempts to give a contribution to the knowledge by exploring student perception about plagiarism.

1.2 Research Problems

Based on the above background of the study, the problems are formulated as follows:

1. What is student's perception about plagiarism?
2. What are the internal and external factors that encourage students to do plagiarism?

1.3 Research Objectives

In line with the statement of the problems, the purposes of this study are stated as follows:

1. To explore students' perception about plagiarism
2. To describe the internal and the external factors that encourage students to do plagiarism

1.4 Research Significance

The result of this study is expected to give some advantages for the students, the lecturers, the other researchers, and the institution. Firstly, it is hoped this study can increase the students' and the lecturers' awareness about the bad effects of doing plagiarism. Secondly, it is hoped this study can be useful for other researchers in the same field who will conduct the same topic about plagiarism. Finally, it is hoped that the result of this study can be useful for higher institutions because the findings of this study can be used as a source to evaluate the academic integrity in this institution, improve the reputation of the institution and maintain the attitudes towards tertiary education of students.

1.5 Scope and Limitations

This research is focused on plagiarism, especially about students' perception about plagiarism, the internal and the external factors of students' plagiarism, and the students' understanding about plagiarism. The subjects of this study are students who take Thesis Writing course.

1.6 Definition of the Key Terms

This sub- sub chapter present [the explanation of key term or keyword which is used on this study.

1. **Plagiarism** is the imitation of somebody's work without acknowledgement or without citing the author (Ison, 2018; Pecorari, 2013). In this study, plagiarism is the act of being dishonest during pursuing academic writing.

2. **Perception** is the way of somebody's thought which covers opinion, expectation and believe in a phenomenon (Tourimpampa, Drigas, Economou, & Roussos, 2018). In this study, perception is the way of thinking or the opinion about some extent of cases in plagiarism.
3. **Perception of Plagiarism** is the way of somebody's think or their opinion about plagiarism.
4. **Internal factor** is the influence of self-competencies and belief which contribute somebody to do a particular activity (Fatima, Abbas, Ming, Hosseini, & Zhu, 2019). In this context of study, the internal factor which influences somebody to do plagiarism covers some areas, namely: academic skill, pressure and pride.
5. **External factor** is the influence of the individuals' environments to do a particular activity (Fatima et al., 2019). In this context of study, the external factor is the factor which affects somebody to do plagiarism covers information and communication technology (ICT) and web, control and teaching factors.